PIPER IPE E-MODULE PROJECT & EVALUATION

FINANCES (FWI FUNDS)
Salaries & benefits: $5000
*FWI funds used to support program coordinator for this project from September 2015 – March 2016.

SUMMARY OF RESULTS – IPE E-MODULE PROJECT
1. How the activity enhanced the competence and effectiveness of this individual (or others) with respect to teaching, research, service and/or leadership

The PIPER IPE e-module series was created to increase awareness of interprofessional education (IPE) and the CIHC competency framework for both students and faculty at McMaster University. Previous to the e-module series, there was no standard way to offer IPE focused education across all Health Science disciplines aside from sending students reading material via email at the beginning of the year and again prior to our full day IPE Education event (held in the winter semester each year). The Program for Interprofessional Practice, Education and Research (PIPER) offers multiple educational workshops, seminars and interactive sessions that are IPE focused throughout the year to meet the needs of health science students at the exposure, immersion and mastery levels. Faculty are encouraged to be involved in our events either as organizers, consultants or participants.

The IPE e-module series was designed to help PIPER reach students in a more engaging manner and to provide a baseline of information for all Health Science students prior to engaging in any IPE events throughout the year. The e-modules have gone through several phases of development since their creation in January 2015, the most recent being a redesign of our original e-modules based on student feedback and evaluations from IPE Day 2015 (February 2015). The process of reviewing feedback, engaging two student Occupational Therapists to assist us in the redesign process and adding in more engaging material using videos and first person experiences of professional roles and IPE at McMaster, allowed PIPER to enhance our educational service around IPE education. By making the decision to post the e-module on our PIPER website and add a pre and post survey evaluation to each e-module, they are now accessible to anyone outside of McMaster University, increasing our outreach, research and evaluative capacity.

2. How the activity contributed to the goals of a course/program/department/Faculty

PIPER strives to provide education and experiences around IPE for all health science students at McMaster University. Prior to graduation, our goal is to have each student be competent in the following:

- Describe their own professional roles and responsibilities and the general scope of practice of other health professionals to colleagues and patients/clients
- Know how to involve other professions in patient care appropriate to their roles, responsibilities and competence.
- Collaborate with other professions to establish common goals, provide care for individuals and caregivers, and facilitate shared decision-making, problem-solving and conflict resolution
- Contribute to team effectiveness by sharing information, listening attentively, respecting others’ opinions, demonstrating flexibility, using a common language, providing feedback to others, and responding to feedback from others

Through creating and making the e-module series available via our website at the beginning of the 2015-2016 academic year, we were able to provide all health science students with an accessible resource and foundation of knowledge prior to engaging in any IPE events with classmates and colleagues. We encouraged our IPE faculty leads to help make their students aware of the availability of these e-modules and we engaged our IPE Manager software system to send notices via email to each health science student that the e-modules were available. We also brought information about the e-modules to Health Science Education Committee (HSEC) meetings to increase awareness amongst faculty and programs. The overall goal was to provide a more concrete baseline of information about IPE and the CIHC framework to all students and faculty in the Faculty of Health Sciences.
The additional information and material added to the 2015-2016 e-modules included:

- More videos featuring first person accounts of professional roles in Health Science professions (discussing misconceptions about their role and the value of their role on the health care team)
- Redesign of formatting and structure of e-modules (taking out repetitive information and clarifying information on slides based on student feedback)
- Addition of quizzes dispersed throughout the e-modules to consolidate information learned and check for understanding of material
- Pre and post surveys attached to each e-module to gather demographic information and quality indicator ratings on the content, organization, creation of interest in IPE, e-module design and usefulness to current role

3. The results of your evaluation of the quality of the expected development and its potential impact:

After examining our pre and post surveys at two points in the academic year (September 2015 – January 2016 and again in March 2016) we were disappointed in the low number of students who had completed the e-modules across the Health Science programs. We did get more engagement with the e-modules in the winter semester compared to the beginning of the academic year (students received an email at the beginning of the year reminding them to complete the e-modules and another email in early February 2016, prior to IPE Day reminding them to complete the e-modules if they hadn’t already done so). As this was the launch year, we nevertheless were pleased with the gradual uptake of this resource.

<table>
<thead>
<tr>
<th>Submitted Surveys</th>
<th>Fall 2015 data set (collected January 16, 2016)</th>
<th>Winter 2016 data set (collected March 17, 2016)</th>
<th># of additional participants prior to IPE Day 2016 (February)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIHC E-Module Total Viewers</td>
<td>107</td>
<td>236</td>
<td>129</td>
</tr>
<tr>
<td>Intro to IPE E-Module Total</td>
<td>82</td>
<td>184</td>
<td>102</td>
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</tbody>
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The qualitative feedback from the surveys shows overall satisfaction with the content, organization and ability for the e-modules to engage students in the material. Feedback indicating the need for improvement of the e-modules involved the formatting of the pre and post surveys, more engaging speakers in some of the video content and a request for written information and scripts alongside the e-module interactive material (videos).

The demographic information gathered via the e-module surveys showed that the majority of participants completing the e-modules were students and only 2 faculty/educators completed the e-modules. As this was our first attempt at making the e-modules broadly available via our website, we focused the majority of our efforts in making students aware of these resources and will need to focus on faculty education and awareness in the 2016-2017 academic year.

4. How you have (or plan to) communicate and disseminate the insights gained with peers and broader McMaster communities.

The results of the initial redesign of the e-modules (completed in August 2015) were disseminated via a poster presentation at the Occupational Therapy, Evidence-based Practice Student Symposium in June 2015. Now that we have a second year of data following IPE Day 2016, our team is excited about exploring more opportunities to present our findings via conferences, poster presentations, scholarly publications, and on our PIPER website. Currently a PhD student in the Rehabilitation Science program is examining the modules from a Knowledge Translation framework as part of her Professional Portfolio. This process will further benefit PIPER as we pursue development of the third module focused on case-study based scenarios about IPE and interprofessional collaboration (IPC) in practice. Collaboration with Hamilton Health Sciences will be ongoing in the continuation this work.

5. How the outcomes of the project will be sustained or expanded.

Please outline any barriers or challenges that may have prevented you from achieving some of your project goals.
Moving forward, the qualitative feedback received from the 2016 surveys will need to be implemented to improve the flow and some of the content for both e-modules.

Challenges that prevented us from targeting a larger number of students and faculty include the following:

- E-modules are not a mandatory requirement that we are able to track at this time using our IPE Manager software so there is no consequence or reward within individual academic programs to complete the e-modules.
- Limited marketing/advertising aside from email communication.
- Time and resources available from our IPE leads to help with the communication process to faculty and staff within their own programs to increase engagement and uptake of the e-modules.

Appendices for more detailed information on the data collected through the online surveys are available upon request.

Respectfully submitted by:
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